

FISCHER-HALLMAN/HURON ELEMENTARY BOUNDARY STUDY



The first Working Group meeting of the Fisher-Hallman/Huron Elementary Schools Boundary Study, involving Jean Steckle, Queen Elizabeth, Southridge and Laurentian Public Schools and the new Rosenberg III (Wildflowers) elementary school, was held at Jean Steckle PS on Tuesday, September 26, 2017 from 4:00 to 5:30 PM.

ATTENDEES:

Andrea Michelutti, Principal, Jean Steckle PS; A. Humphrys, Vice Principal, Jean Steckle PS; C. Weber, Principal, Queen Elizabeth PS; Erica Beck, Parent Representative, Southridge PS; Mel Kobe Parent Representative, Jean Steckle PS; Rebecca Millar, Parent Representative, Jean Steckle PS; Lori Peebles, alternating Parent Representative, Jean Steckle PS; Ahmad Okeil, Community Representative; Ron DeBoer, Superintendent of Student Achievement & Well-Being; Lauren Agar, Manager of Planning; Sarah Galliher, Senior Planner; Nathan Hercanuck, Senior Planner; Andrea Kean, Recording Secretary

REGRETS:

Gregory Jespersen, Principal, Laurentian PS; Sherri Davidson, Vice Principal, Laurentian PS; Geoff Suderman-Gladwell, Principal, Southridge PS; Bill Lemon, Superintendent of Student Achievement & Well-Being

1. WELCOME/INTRODUCTIONS

Nathan Hercanuck, Senior Planner, welcomed members of the Working Group and Board staff at 4:07 PM.

The Working Group members did a round of introductions.

Mr. Hercanuck led the group through the presentation (available online at <https://www.wrdsb.ca/planning/boundary-studies/fischer-hallman-huron-study>)

2. EXPLANATION OF BOUNDARY STUDY PROCESS

What is a Boundary Study?

Referring to slide 3 of the online presentation, Mr. Hercanuck explained the reasons why the Board undertakes a Boundary Study.

- Changing the grade structure of an elementary school (i.e., from JK-6 format to JK-8);
- Balancing enrolment and facilities; (one school may have too many students for its capacity and another may have too few)
- Assigning new areas of residential development to a school with existing capacity; and
- Opening a new school, establishing the new boundary, and adjusting boundaries of existing schools in the area.

Possible outcomes from the boundary study process include:

- Boundary changes
- New construction (renovations, additions) at existing schools
- Grade organization changes (add or remove grades, programs)

Mr. Hercanuck advised that we will not be looking at school closures as school closures cannot be considered under a Boundary Study.

3. BOUNDARY STUDY PROCESS

Referring to the diagram of the boundary study process on slide 4 of the online presentation, Mr. Hercanuck advised that the Working Group will begin by identifying the issues in the study area and using those issues to develop study objectives which will be used to evaluate scenarios (different boundary situations that might work) which the group will also develop.

The members of the Working Group will act as a liaison between the Working Group and their school communities. The process will involve several working group meetings (represented by the green diamonds) and no less than two public meetings (red diamonds) to share information and ask for *public feedback* after which a report will be developed that recommends a course of action that can include the following:

- Boundary changes,
- School grade organization changes, and (i.e., *will the new school open JK-8 or JK-6 and progress from there*)
- New construction in the form of additions/renovations and new facilities.
- Transitions for students (*grandfathering options to reduce transitions*)

Mr. Hercanuck noted that any changes to school boundaries require Trustee approval and advised that the report will be presented to the Board of Trustees at a Committee of the Whole (Board) Meeting, and the Trustees will make the final decision.

Working Group Meetings/Role (slide 5)

Mr. Hercanuck noted that a boundary study is conducted by the Board's Planning Department in conjunction with a Boundary Study Working Group and with input from the Broader Public.

Together **the Working Group will:**

- Identify and discuss issues and opportunities of the individual school communities and the broader community;
- Set study objectives;
- Develop boundary options (scenarios);
- Evaluate boundary options against study objectives;
- Parent Representatives will act as a liaison between the Working Group and the school communities.

The goal is to craft a Report to the Board of Trustees that recommends a course of action.

Working Group Membership

- Up to two parent/guardian representatives from the school, or schools in the Study Area (may be chosen by School Council or school administration)
- Study Area municipal representation
- The Superintendent(s), Student Achievement & Well-Being responsible for the Study Area schools
- The Principal and/or Vice Principal of the Study Area schools
- Planning Department staff (Planning staff to act as Chair)
- Other representatives of the Board as necessary

Q: As a parent concerned about the loss of outside play space at Jean Steckle PS - will our goal be to eliminate the portables at Jean Steckle PS?

R: Mr. Hercanuck responded that while we do hope to eliminate most of the portables, it is not expected we will be able to eliminate all of them. Portables will always have a place in the student accommodation especially at new schools. He advised that new schools are never built to house peak enrolment of a community because in the long-term life of the school it would be underutilized.

Study Purpose and Issues Identification (slide 7)

Mr. Hercanuck noted the following:

Study Purpose

- To establish a school attendance area boundary for the new school at 335 Seabrook Drive in Southwest Kitchener, opening September 2018.

The new school will be a JK-8 (opening JK-7 with Grade 8 added in Sept 2019) and have the same general layout as Jean Steckle PS.

Issues to be examined

- Enrolment pressure at Jean Steckle Public School

Mr. Hercanuck advised that the Board has run out of options to accommodate any additional enrolment at Jean Steckle PS which has reached its limit of 12 portables on site (adjustments required for additional portables could cost \$500-600K).

He noted that the Special Education Program has been moved out and the following retrofits were done on the interior of the school over the summer:

- Splitting the music room into two rooms
- Converted the computer lab (which was open to the Library) into a separate classroom
- Transition Planning

How we get to where we are going while minimizing the impact on students

4. DEVELOPMENT ACTIVITY SUMMARY**Study Area**

Referring to the map of the study area on slide 8 of the presentation, Mr. Hercanuck discussed the areas of new development, which have been temporarily assigned to holding schools, which are shown on the map as follows:

- Green hatched area (encompassing the new West Kitchener School Site (Seabrook/Rosenberg III)
 - Southridge PS (JK-6)
 - Laurentian PS (7-8)
- Green hatched area (encompassing a proposed future elementary school- Huron South/Tartan Ave*)
 - Southridge PS (JK-6)
 - Laurentian PS (7-8)
 - Forest Heights CI (9-12)

**Mr. Hercanuck advised that the Tartan Ave proposed school has been submitted as the Board's #2 capital priority this year and advised that it has yet to receive Ministry of Education Funding. Should it receive funding in the current round of Ministry funding, based on construction timelines, the earliest this school could be operational is 2020-2021. If it does not receive funding in this upcoming round, it will be submitted again next year.*

- Blue hatched area
 - Queen Elizabeth PS (JK-6)
 - Laurentian PS (7-8)
- Gray hatched areas
 - Areas of expected future development that have yet to be assigned to a school

Mr. Hercanuck noted that the complete attendance boundaries for Laurentian, Queen Elizabeth and Southridge PSs are not depicted on the map because they are not in the local area.

Historic & Current Enrolment/Capacity (slide 9)

Referring to the table on slide 9, Mr. Hercanuck noted the following:

- OTG (On-the-ground) Capacity is a Ministry of Education measure describing school capacity, which does not consider programs other than special education. He noted the following loading of classrooms:
 - 23 students per regular classroom
 - 26 students per kindergarten classroom
 - 9 students per classroom for special education rooms
 - 12 students per resource classroom
- The ability for enrolment to match capacity is dependent on actual class size break down.
- Jean Steckle PS opened JK-7 in Sept 2013 adding Grade 8 in 2014.
- New schools open JK-7 instead of JK-8 to avoid having the Grade 8s transition to different schools in two consecutive years.

- Jean Steckle PS has an OTG capacity of 669 students and is currently sitting at 912 students with 12 portables and having to undergo internal renovations to accommodate additional. No room there for any additional enrolment.
- Since 2014, the total enrolment of the study area has increased by 21 per cent.

Projected Enrolment – Status Quo (slide 10)

The table on slide 9 outlines enrolment in the study area without change to the current situation.

Mr. Hercanuck noted that all schools would have enrolment about their OTG. Jean Steckle PS (OTG 669) would top out at 1034 students in 2022 before declining to 912 students in 2028.

Q: Why does the enrolment at Queen Elizabeth PS drop over time?

R: Mr. Hercanuck responded that the enrolment decline is because Queen Elizabeth PS is in an older neighbourhood which is expected to show a natural decline as school age children graduate through the system and are not replaced by as many new students because people tend to remain in their homes once their children have finished school.

5. DRAFT GOALS/OBJECTIVES

Deferred to next meeting

6. INITIAL SCENARIO DEVELOPMENT

Mr. Hercanuck advised that he has put together the following three scenarios to spark discussion and act as a jumping off point for further scenario development:

Scenario 1 (slides 11)

- New Boundary (purple area on map) created for new 335 Seabrook Drive school consisting of the Mattamy "Wildflowers" subdivision.
- No other changes.

Projected Enrolment – Scenario 1 (slide 12)

- New school opens (JK-7 first year and adds Grade 8 in second year) with 279 students in a school of 669 OTG.
- Jean Steckle PS still has 935 students in a school with a 669 OTG.

Mr. Hercanuck noted the following about Scenario 1:

- Does little to address enrolment pressures at Jean Steckle PS.
- Queen Elizabeth PS enrolment decline as no longer holding school for Mattamy Wildflowers subdivision.
- Southridge PS is expected to increase until the new Tartan Ave school is built as it is a holding school for the Tartan Ave development area.
- Laurentian PS enrolment decline with the loss of the Mattamy Wildflowers subdivision.
- New school at 335 Seabrook Dr. will open (JK-7) with low enrolment in 2018; 279 students in a school with capacity for 669.
- Other new development areas (gray hatched areas on the map on slide 11) in Southwest Kitchener could take 5-10 years to materialize and can be held at holding schools if there isn't enough room at area schools.
- Left with empty spaces at the new school and too many students at Jean Steckle PS
- Can we accommodate some of Jean Steckle PS's enrolment at the new school?

Scenario 2 (slide 13)

- New boundary established for 335 Seabrook Dr. school consisting of Mattamy "Wildflowers" subdivision.
- Grade 7, 8 phased out of Jean Steckle PS to be accommodated at new 335 Seabrook Dr. school and phased back in Jean Steckle PS when school can accommodate it.
- Jean Steckle PS would be JK-6 and Grade 8 in September 2018:

- Jean Steckle PS's 2017-2018 Grade 6 class would attend the new school for Grade 7 in Sept 2018
- Jean Steckle PS would be JK-6 by 2019-2020.

Mr. Hercanuck noted this would be a significant change for the Jean Steckle PS community. He noted that congregating the Grade 7 and 8s at the new school might have benefits for both schools.

Discussion around how moving Grades 7-8 out of Jean Steckle PS would affect the French Immersion (FI) Program there.

Principal Michelutti noted that Jean Steckle PS currently offers FI from Grade 1-3; next year will be Grade 1-4

Q: Will the new school have FI?

R: Mr. Hercanuck advised that new schools don't usually open with the FI program and that the FI program may be added in future based on parent interest through the FI Registration process. Typically, FI starts at Grade 1 and grows as the first class moves through the system (like the program at Jean Steckle PS).

C: Would it be possible to keep the Grade 7-8 FI program at Jean Steckle PS and send the regular track 7-8s to the new school in 2021 once the program reaches Grade 7.

C: Principal Michelutti noted that due to limited resources, housing the future FI Grade 7-8 students at the new school may be challenging and wondered if we should look at sending them to another area school where the 7-8 FI program is offered (e.g., Westheights PS or Doon PS).

C: Would parents of FI students be responsible for transporting their children to school if the 7-8 program is not offered at Jean Steckle PS?

R: Mr. Hercanuck stated yes, based on the Board's transportation policy this would be most likely be the case.

Q: Would students in the purple area (see map on slide 11) be able to attend Jean Steckle PS for Gr 1 FI if it is not offered at the new school?

R: Mr. Hercanuck stated no, that due to enrolment pressures at Jean Steckle PS, it is not accepting FI students from out-of-boundary; only in-boundary and sibling of current FI students can attend.

Q: Will FI students from the Mattamy subdivision currently attending Southridge PS be required to move to the new school and leave the FI program? Will they lose their bussing to Southridge PS?

R: Mrs. Agar advised that FI students would be allowed to remain at Southridge PS to attend the program. We can choose to recommend in our report, that transportation be continued for them, it would then be up to trustees to decide. She noted that in the past trustees have both approved and denied such recommendations.

C: There are a lot of students attending Southridge PS for the FI program that aren't bussed that live across the street from students that are being bussed there from the development areas.

Q: Do the enrolment projections for Jean Steckle PS include new JK students for (2018-2028)?

R: Mr. Hercanuck responded yes and that we look at year over year growth (# of grade 2 turn to grade 3 in etc.) and in a new subdivision where there is some new development left we often see more grade 3 than you have grade 2 the next year. In a mature subdivision you may see a flat or decline as students move out.

Q: I am aware of several families that are attending Jean Steckle PS from Waterloo – how have they been allowed to attend?

R: Mr. Hercanuck responded that there may be valid or invalid reasons for those families to be attending.

C: As a parent looking at the portables and lack of outside play space. If there is so much pressure on this school, why can't we be required to provide proof of residence every year, re-enroll every year to make sure that students live in the boundary?

R: Principal Michelutti advised that she had removed 50 students last April and May by requesting proof of addresses.

R: Mr. Hercanuck advised that where we can identify the dishonest individuals and enforce the in-boundary rule, we will.

Q: Can the School Day system be used to identify those who shouldn't be at Jean Steckle PS, or to go through a yearly electronic re-enrolment process if it means making sure everyone here is supposed to be here?

R: Mr. Hercanuck advised that he is unable to comment on School Day or registration process as it is out of his line of expertise, but the point is well taken.

C: Mrs. Agar commented that we may end up seeing that some of the enrolment projection numbers may end up being somewhat skewed because those people will now choose to attend the new school rather than attending Jean Steckle PS.

C: Right now, there are more regular track Grade 2 students than FI Grade 2 students (1 class currently) and because FI classes get smaller as it progresses out to Grade 7 and 8; and are not intermingled with the rest of the school, should the 7 and 8s attend another already established school to continue in FI, it may be difficult for them to mix and mingle as they will tend to be isolated.

Q: Given that I signed my child up for FI as it was offered at our home school, if my child now attends Grade 7 and 8 FI elsewhere, will I be required to provide my own transportation?

R: Yes, according to the strictest interpretation of the Board's *Student Transportation Policy - 4009 and Administrative Procedure 4260 – Student Transportation* – Mr. Hercanuck did note however that in the past when we have brought forward boundary changes that have impacted people's eligibility for transportation for French Immersion, Trustees have at times modified the recommendation and accommodated those students with transportation; in other boundary studies the haven't. But according to how our policy is written, transportation would not be provided to an out-of-boundary student to attend a FI school. FI is classified as a choice program.

C: Under Scenario 2, if Grades 7 and 8 are not phased back in at Jean Steckle PS in time for Grade 7 FI, those students would not attend the new school, but would have to attend another school for Grade 7 FI (i.e., Doon PS or wherever they choose).

R: Mr. Hercanuck noted that in this case we might have a designated feed from a JK-6 to a 7-8 FI program, but you don't have to attend there, you might choose to send to another school with the program.

Mr. Hercanuck noted that these scenarios are being presented without a lot of detail to spark discussion and help us identify issues and opportunities and get us thinking about options.

Projected Enrolment – Scenario 2 (slide 14)

Referring to the enrolment projection on slide 14, Mr. Hercanuck noted that under Scenario 2:

Jean Steckle PS

The enrolment projections for Jean Steckle PS in September 2018 are for JK-6 and Grade 8. (The Grade 7s are included in the numbers at the new school)

He noted that by year 2020 we start to see a reduction in enrolment at Jean Steckle PS which would be more manageable than the current situation, which is one of the outcomes we want to achieve with the boundary study process. However, Jean Steckle PS's enrolment is anticipated to be above capacity over the ten years.

Queen Elizabeth, Southridge and Laurentian PSs

No real change from Scenario 1, both schools no longer the holding school for the Mattamy "Wildflowers" subdivision students which are now being accommodated at the new school.

New 335 Seabrook Dr. School

Healthier enrolment numbers with 559-569 students

Q: Do the purple enrolment numbers count the development that is expected on the other side of the cemetery.

R: No, Mr. Hercanuck advised that the Board has only seen preliminary plans for this area so far. He noted that it was anticipated that the new school was originally envisioned to accommodate some of the development but we do not want to count on anything from there in this 10-year timeframe.

Q: The enrolment projections for the new school could be a 1/3 of what they could be if that development goes ahead?

R: Mr. Hercanuck responded that we would handle that subdivision the same way as we have handled other new developments and accommodated phases of development as they come on, at holding schools, if there isn't enough space at the new school.

Q: What secondary school will the new school feed into?

R: Mrs. Agar responded that there will be a public meeting coming up this Fall to discuss where students will be attending in the future. Currently, these students would be attending Huron Heights Secondary School which is experiencing similar enrolment pressures as Jean Steckle PS. We will be looking at diverting some students starting next year (incoming Grade 9s) to attend a different school, those that are at Huron Heights SS would continue. While it has not been confirmed, Forest Heights CI is being considered as the best option. She noted that all secondary students in the green areas on the maps have been assigned to Forest Heights CI.

Scenario 3 (slide 15)

- New Boundary established for 330 Seabrook Dr. school consisting of Mattamy "Wildflowers" subdivision.
- Area of Jean Steckle PS's boundary South of Huron Road assigned to the New School for JK-8 (JK-7 in Sept 2018).

Mr. Hercanuck noted that Scenario 3 would involve more transitions for students affected than Scenario 2. He also noted the following consideration: that this area would be affected again once the new Tartan Ave. school opens While the timeframes are unsure and perhaps some phasing and transitioning might be possible.

Mr. Hercanuck advised that in his opinion Scenario 3 represents a lot more transition pieces to be considered.

Q: Will the planned unfunded Tartan Ave. school also be a JK-8 school?

R: Yes, that is what we have requested funding for.

Q: Would a big change like this provide us an opportunity to have everyone re-register and provide proof of address to stay at Jean Steckle PS?

R: Mr. Hercanuck advised that while we do have student information, it is only as good as what is entered into the database. In the past we have provided lists and sent out letters notifying of boundary change.

R: Superintendent DeBoer responded that he is not aware of any process that would require re registration.

Q: Where do those students attending Jean Steckle PS from (purple area) South of Huron Road cross the street and is there a crossing guard there?

R: Principal Michelutti advised that there is a crossing guard but there is also a group that is on the bus.

Q: Would this area be bussed to the new 335 Seabrook Dr. school?

R: Yes, Mr. Hercanuck noted that the entire area would be bussed as it would exceed the 1.6 KM transportation distance for Grades 1-8.

C: Jean Steckle PS has school traffic issues as well, with cars from the purple area dropping their children off. One pro for moving this area would be that they would be bussed to the new school and would no longer be adding to the traffic congestion at Jean Steckle PS.

C: Every morning people are parking on Seabrook and blocking driveways for residents.

C: My other concern with this area having to go to the new school for Grades 7 and 8 is having to cross at the roundabouts without traffic lights.

R: Mr. Hercanuck responded that Student Transportation Services of Waterloo Region (STSWR) would make the call about unsafe conditions and noted that he could provide STSWR's opinion for a future meeting on whether those students would be bussed or would be required to walk.

C: Mrs. Agar noted that the City of Kitchener typically does not provide crossing guards for Grade 7 and 8 students.

Projected Enrolment – Scenario 3 (slide 16)

Referring to the enrolment projection on slide 16, Mr. Hercanuck noted that under Scenario 3:

Jean Steckle PS

Scenario 3 reduces the enrolment at Jean Steckle PS; however, not as much as removing the entire Grade 7 and 8 population (Scenario 2).

The impacts of Laurentian, Queen Elizabeth and Southridge PS are the same as in Scenarios 1 and 2.

While the new school does have more enrolment than Scenario 1, it has less than Scenario 2.

Proposed Boundary Study Timeline (slide 17)

Mr. Hercanuck advised we need to implement the boundary for the new school opening September 2018, and implement changes to address Jean Steckle PS's enrolment. He noted that we will need a decision from Trustees in December 2017 or January 2018 at the very latest to be ready for French Immersion and Kindergarten registration and to accommodate staffing processes, which takes place between January and February 2018. We also like to give ample notice to families affected by any boundary changes.

C: Principal Weber noted that when looking at projection when considering programming for Grades 7 and 8, it would be nice to know how many Grade 7 and 8 classes, from a principal's perspective for the viability of the program.

R: Mr. Hercanuck responded that for now it was his intention to discuss the scenarios in broader terms, but noted that it is his intention to provide those more detailed pieces. He advised that he will bring the grade-by-grade projections by year for the next meeting.

Q: Are the projections based on home ownership or who is living in the house?

R: Mr. Hercanuck responded the enrolment projections are based on student address information (where students are living not who owns the property) plus retention factors (if there has been a pattern of year over year growth), plus anticipated future enrolment from development that hasn't been built yet.

3. Meeting Schedule and Location(s)/Important Dates (slide 18)

Mr. Hercanuck noted that we are looking to have the boundary study wrapped up by mid-December. He noted that we will be looking at:

- 4 or 5 Working Group Meetings,
- 2 Public Meetings
- 1 Committee of the Whole meeting for the Report and Recommendations to the Board

Working Group Meetings

Mr. Hercanuck advised that the Working Group will meet every two weeks and noted that date, time and location is open for discussion.

The Working Group agreed to meet on Tuesdays from 3:30 – 5:00 PM at Jean Steckle PS

Q: We have three parent representatives from Jean Steckle PS; is that okay or how would you like us to handle that?

R: Mr. Hercanuck advised that they can have two members and an alternate; he noted that so far, we don't have any representatives from Laurentian or Queen Elizabeth PS and only one from Southridge PS. He noted that the group tends to work on consensus and not on voting. Should voting be required, one of the Jean Steckle parent representatives would be required to abstain.

Q: Mrs. Agar asked if either of the parent representatives from Jean Steckle PS lives in the area South of Huron Road (purple area) being considered for changes under Scenario 3?

C: Mr. Hercanuck advised that we may want a representative from that area if we consider going forward with Scenario 3.

R: Principal Weber commented that she will be looking for parent representative at Queen Elizabeth PS's upcoming school council meeting and noted that she might be able to provide two parents from that area.

C: Mr. Agar commented that she hopes that the Working Group members will think broadly on the impacts to everyone.

C: Southridge PS does not have any parents from the development areas that are part of the school council; how can we get the message across to get representation from that area? Those students are bussed to the school so parents don't physically come to the school.

R: Letters or emails can be sent to families that live in that area asking for their representation.

C: Principal Weber noted that she will be sending a letter home to those families.

R: Mrs. Agar asked Principal Weber to share the content of the letter with Principal Suderman-Gladwell so he can send it out to his development area families as well.

- Working Group #2: Tues., Oct 10, 2017 from 3:30-5:00 PM at Jean Steckle PS
- Working Group #3: TBD
- Working Group #4: TBD
- Working Group #5: TBD

Public Meetings

Public Meetings (at least two Public Meetings are required) will be hosted in the evenings by the Board's Planning Department and while the Working Group members are welcome and encouraged to attend, they are not required to do so. If members cannot attend, it is important that they read the minutes and comments received. Minutes and presentations from the Public Meetings will be posted online and comment sheets and feedback received (via boundaryfeedback@wrdsb.ca) from the community will be shared with the Working Group.

- Public Meeting #1: TBD looking at late October

Q: Mr. Hercanuck asked Principals to look at the school calendar and advise him if they foresee any community events that might interfere with parents attending Public Meeting #1.

- Public Meeting #2: TBD (late November)

7. NEXT STEPS

Mr. Hercanuck noted the following next steps:

- Review information requested from tonight's meeting
 - STSWR Transportation opinion for taking Grade 7 and 8s to the new school

- Grade-by-Grade by year breakdown of enrolment projections
- Confirm Objectives
- Refine boundary scenarios based on the objectives
- Evaluate scenarios against objectives
- Public/Community meetings

8. ROUNDTABLE

C: Principal Weber noted that it will be important to clarify the process around French Immersion for parents at the public meeting.

Mr. Hercanuck also noted that all information on the Boundary Study, including Presentations, Minutes and all the Scenarios that have been developed and discussed, will be available on the google drive for working group representative and will be made available online for the public once approved.

<https://www.wrdsb.ca/planning/boundary-studies/fischer-hallman-huron-study>

Mr. Hercanuck thanked the Working Group for attending and adjourned the meeting at 5:45 PM.

ACTION ITEMS:

- **Mr. Hercanuck to provide STSWR's opinion for a future meeting on whether the Grade 7 and 8 students would be bussed or required to walk to the new school under Scenario 2.**
- **Mr. Hercanuck will provide the grade-by-grade projections by year for the next meeting.**
- **Principal Weber to share the content of the letter requesting parent representative for the Working Group from the area south of Huron Rd. with Principal Suderman-Gladwell so he can send it out to his development area families.**
- **A. Kean to send out link to Google Drive to the working group.**
- **Mr. Hercanuck to clarify the process around French Immersion for parents at the public meeting.**

FUTURE MEETINGS:

Working Group Meetings:

- **Working Group #2:** Tues., Oct. 10, 2017 from 3:30 – 5:00 PM at Jean Steckle PS
- **Working Group #3:** TBD
- **Working Group #4:** TBD
- **Working Group #5:** TBD

Public Meetings:

- Public Meeting #1: TBD Late October
- Public Meeting #2: TBD Late November
- Committee of the Whole Meeting: Tentative Dec 2017